

Skyland Elementary

4221 N. Hwy. 14

Greer, SC 29690

Grades	PK-5 Elementary School	
Enrollment	600 Students	
Principal	Carolyn J. Styles	864-355-7200
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	23	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	Yes
2004	Good	Good	Yes
2005	Good	Below Average	Yes

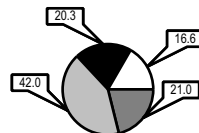
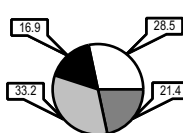
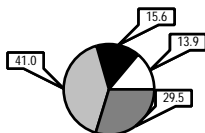
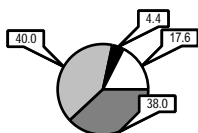
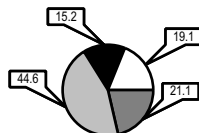
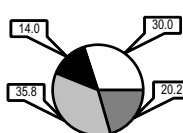
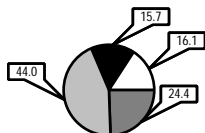
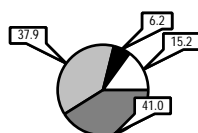
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	304	99.7	17.3	40.1	38.1	4.4	55.8	Yes	Yes
Gender									
Male	158	100.0	21.6	43.1	34.0	1.3	49.0		
Female	146	99.3	12.8	36.9	42.6	7.8	63.1		
Racial/Ethnic Group									
White	270	99.6	15.6	39.3	41.2	3.8	58.4	Yes	Yes
African American	18	100.0	41.2	47.1	5.9	5.9	11.8	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	250	99.6	12.9	38.6	43.6	5.0	62.2		
Disabled	54	100.0	37.7	47.2	13.2	1.9	26.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	304	99.7	17.3	40.1	38.1	4.4	55.8		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	301	99.7	16.8	40.2	38.5	4.5	56.4		
Socio-Economic Status									
Subsidized meals	104	99.0	23.2	43.4	28.3	5.1	43.4	Yes	Yes
Full-pay meals	200	100.0	14.4	38.5	43.1	4.1	62.1		

Mathematics – State Performance Objective = 36.7%									
All Students	304	100.0	13.9	41.0	29.5	15.6	62.4	Yes	Yes
Gender									
Male	158	100.0	14.4	41.8	28.1	15.7	62.7		
Female	146	100.0	13.4	40.1	31.0	15.5	62.0		
Racial/Ethnic Group									
White	270	100.0	12.9	39.5	31.2	16.3	65.4	Yes	Yes
African American	18	100.0	29.4	52.9	17.6	0.0	29.4	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	250	100.0	11.2	38.8	32.2	17.8	66.9		
Disabled	54	100.0	26.4	50.9	17.0	5.7	41.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	304	100.0	13.9	41.0	29.5	15.6	62.4		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	301	100.0	13.7	40.8	29.8	15.8	63.0		
Socio-Economic Status									
Subsidized meals	104	100.0	16.0	44.0	30.0	10.0	55.0	Yes	Yes
Full-pay meals	200	100.0	12.8	39.5	29.2	18.5	66.2		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	304	100.0	28.5	33.2	21.4	16.9	38.3
Gender							
Male	158	100.0	28.8	32.7	20.9	17.6	38.6
Female	146	100.0	28.2	33.8	21.8	16.2	38.0
Racial/Ethnic Group							
White	270	100.0	25.1	34.2	22.1	18.6	40.7
African American	18	100.0	70.6	23.5	5.9	0.0	5.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	250	100.0	23.1	34.3	23.6	19.0	42.6
Disabled	54	100.0	52.8	28.3	11.3	7.5	18.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	304	100.0	28.5	33.2	21.4	16.9	38.3
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	301	100.0	27.7	33.6	21.6	17.1	38.7
Socio-Economic Status							
Subsidized meals	104	100.0	40.0	32.0	16.0	12.0	28.0
Full-pay meals	200	100.0	22.6	33.8	24.1	19.5	43.6

Social Studies							
All Students	304	100.0	16.6	42.0	21.0	20.3	41.4
Gender							
Male	158	100.0	17.0	43.8	20.3	19.0	39.2
Female	146	100.0	16.2	40.1	21.8	21.8	43.7
Racial/Ethnic Group							
White	270	100.0	14.8	41.4	22.4	21.3	43.7
African American	18	100.0	35.3	52.9	5.9	5.9	11.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	250	100.0	13.6	39.3	24.4	22.7	47.1
Disabled	54	100.0	30.2	54.7	5.7	9.4	15.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	304	100.0	16.6	42.0	21.0	20.3	41.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	301	100.0	16.1	42.1	21.2	20.5	41.8
Socio-Economic Status							
Subsidized meals	104	100.0	21.0	49.0	14.0	16.0	30.0
Full-pay meals	200	100.0	14.4	38.5	24.6	22.6	47.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	90	98.9	11.4	30.7	54.5	3.4	58.0
	4	116	99.1	13.5	43.2	40.5	2.7	43.2
	5	105	100.0	11.5	60.6	25.0	2.9	27.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	99.0	8.4	30.5	50.5	10.5	61.1
	4	86	100.0	15.5	50.0	33.3	1.2	34.5
	5	120	100.0	26.1	40.9	31.3	1.7	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	90	100.0	9.0	49.4	33.7	7.9	41.6
	4	116	100.0	8.0	45.5	25.9	20.5	46.4
	5	105	100.0	12.5	49.0	21.2	17.3	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	98	100.0	10.4	44.8	31.3	13.5	44.8
	4	86	100.0	9.5	40.5	34.5	15.5	50.0
	5	120	100.0	20.0	38.3	24.3	17.4	41.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	100.0	19.8	39.6	30.2	10.4	40.6
	4	86	100.0	27.4	35.7	20.2	16.7	36.9
	5	120	100.0	36.5	26.1	14.8	22.6	37.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	98	100.0	8.3	40.6	24.0	27.1	51.0
	4	86	100.0	15.5	44.0	27.4	13.1	40.5
	5	120	100.0	24.3	41.7	13.9	20.0	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 600)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Up from 2.6%	2.5%	3.0%
Attendance rate	96.9%	No change	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	Up from 2.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Up from 2.9%	2.7%	3.2%
Eligible for gifted and talented	16.7%	Down from 17.1%	18.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.0%	Up from 8.5%	7.9%	8.2%
Older than usual for grade	1.0%	Up from 0.8%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	68.4%	Up from 64.7%	53.5%	52.6%
Continuing contract teachers	84.2%	Down from 94.1%	84.4%	83.3%
Highly qualified teachers	94.6%	Up from 93.3%	93.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.3%	Down from 90.4%	88.9%	87.0%
Teacher attendance rate	96.0%	Down from 96.7%	94.9%	95.0%
Average teacher salary	\$45,323	Up 1.9%	\$42,599	\$41,703
Prof. development days/teacher	11.5 days	Up from 10.7 days	12.1 days	12.8 days
School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 23.1 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.7%	Down from 92.5%	90.1%	89.8%
Dollars spent per pupil*	\$5,306	Up 0.9%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	68.0%	Up from 67.7%	66.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	N/R	N/R	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year was a successful one at Skyland. Based on the most recent Palmetto Challenge Achievement Challenge Test (PACT) results, Skyland students continued to make steady gains in both English language arts (ELA) and mathematics. Students scoring basic and above in ELA increased from 77.9% to 88.4%, an increase of 10.5%. In addition, students scoring basic and above in the area of mathematics increased from 87.4% to 90.5%, an increase of 3.1%. To support improvement in these content areas, multiple strategies were implemented during the 2004-05 school year including the implementation of the STAR Early Literacy Program in grades K-5 through 3, periodic PACT benchmark assessments in mathematics and ELA, and an ongoing professional development plan for teachers that targeted instructional improvements.

Along with continued student progress, Skyland had much to celebrate during the 2004-05 school year. For the fourth consecutive year, Skyland met the federal requirements of adequate yearly progress (AYP) as defined by The No Child Left Behind Act. A very limited number of schools in our state have met this goal consistently. In addition, Skyland was named as a Palmetto Silver Award School by the The South Carolina Education Oversight Committee (EOC). This award went to schools that dramatically improved their students' performance on PACT over the last two years. In addition, Skyland was recognized by the EOC once again for making great strides in closing the achievement gap among students of differing economic, racial, and ethnic groups. These achievements also made Skyland eligible for The State Board of Education Flexibility through Deregulation Program, a program which provides schools with freedom to make instructional decisions that fall outside the parameters of state mandates and guidelines.

In addition to these accomplishments, our PTA and business partners continued to provide strong financial, educational, and moral support to our school. Volunteer hours and fundraiser dollars reached an unprecedented high in our school history, allowing us to invest more in our students' future.

We realize that building a school of excellence requires teamwork. As a result, we would like to express our gratitude to Skyland teachers, staff, business partners, volunteers, and parents. All gave selflessly to ensure that each child at Skyland was provided with the resources and moral support needed to succeed. Skyland indeed continues to live up to its motto, "A place where children flourish!"

Carolyn Styles, Principal

Joan Moon, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	105	56
Percent satisfied with learning environment	100.0%	82.5%	87.3%
Percent satisfied with social and physical environment	100.0%	89.5%	94.5%
Percent satisfied with school-home relations	100.0%	89.5%	73.2%

*Only students at the highest elementary school grade level at this school and their parents were included.